DOCUMENT RESUME

ED 171 352 JC 790 356

AUTHOR Leach, Ernest R.
TITLE Accountability Systems for Student Development Programs and Personnel.
PUB DATE 24 Apr 79
NOTE 39p.; Paper presented at the Conference on Student Development: Delivery Systems and Program Evaluation (Youngwood, Pennsylvania, April 24, 1979). Appendix E has been deleted due to irreproducibility

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; *Educational Accountability; Educational Needs; *Educational Objectives; Evaluation Criteria; *Evaluation Methods; Human Development; *Junior Colleges; *Management Systems; *Needs Assessment; Personnel Needs; Program Evaluation; Resource Allocations; Staff Improvement; Teacher Evaluation
IDENTIFIERS Prince Georges Community College MD

ABSTRACT

As a response to demands for educational accountability, a contingency contracting model was developed at Prince George's Community College (Maryland). This human process-oriented system of accountability contains both planning and evaluation processes. The planning processes include development of goals and objectives based on assessment of the needs of the community, students, staff, and the institution; definition of functions to achieve those objectives; projection of staffing requirements to support functions; identification of available staff resources; and assignment of resources in accordance with staff preferences and functional requirements. The evaluation process is perceived as a shared human and professional commitment to help each staff member reach his or her maximum potential and as a strategy for insuring the delivery of responsive human services. It includes: (1) program evaluation measuring activity and impact against established institutional goals; (2) personnel evaluation based upon objectives agreed upon by administrators and staff; (3) periodic assessment of progress toward objectives; (4) diagnosis and prescription; (5) time for improvement; and (6) growth orientation. The use of evaluation information in the assessment of college and community needs completes the planning cycle. Appendices include graphs, tables, and other materials illustrating the process. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED171352

ACCOUNTABILITY SYSTEMS FOR STUDENT DEVELOPMENT PROGRAMS AND PERSONNEL

By

DR. ERNEST R. LEACH
Dean of Student Affairs
Prince George's Community College
301 Largo Road, Largo, Maryland 20870

JC 790 356

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ernest R. Leach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Paper presented at Conference on Siudent Development: Delivery Systems and Program Evaluation (Youngwood, Pennsylavania, April 24, 1979)

TABLE OF CONTENTS

	Page
INTRODUCTION	1
HUMAN DEVELOPMENT ORIENTATION	2
CONTINGENCY CONTRACTING MODEL	4
PLANNING PROCESSES	4
Needs Assessment	4
Development of Goals and Objectives	7
Definition of Functions	7
Projections of Staff Requirements	9
Identification of Staff Resources	10
Staff Assignments	11
EVALUATION PROCESSES	12
Program Evaluation	13
Personnel Evaluation	14
SUMMARY	16
APPENDICES	
Appendix A – Contingency Contracting Model	A1
Appendix B – Staffing Requirements for Human Development Functions 1979 – 1980	B1 – B6
Appendix C – Projected Staffing Requirements 1973 – 74 – 1979 – 80	C1
Appendix D – Service Delivery Staff Resources 1979 – 1980	D1 – D2
Appendix E – Individual Staff Assignments in Months	E1

ACCOUNTABILITY SYSTEMS FOR STUDENT DEVELOPMENT PROGRAMS AND PERSONNEL

INTRODUCTION

Both the professional and popular literature today abound with pleas for accountability in education. The taxpayer is voting to hold the line on expenditures; new subpopulations of students are demanding relevant programs and services; faculty are vying for a larger share of decreasing budgets; and student development personnel are being asked more than ever before to substantiate the legitimacy of their functions in the educational process.

Our traditional responses to these demands for accountability too often have been ineffective with our colleagues, unintelligible to the external community and damaging to our mental health. We have been defensive and too often asserted that it is impossible to measure what we do; therefore, the college must accept on faith the importance of our functions and the attendant requests for a significant portion of the college's resources. One need not have a crystal ball to predict that, as the dollar continues to shrink, that faith may be shaken badly.

Whether we like it or not, our programs and personnel are constantly being evaluated by other members of the college community. The challenge before us is to develop systems of accountability that move evaluation out of the threatening environment of coffee klatch whispers to a reasoned process that is consistent with the human development goals which we profess. The evaluation dilemma faced by student development administrators is not whether to evaluate -- but how.

This paper will discuss a contingency contracting model for self-imposed accountability which presents planning and evaluation as two interrelated parts of the same process. This model, developed by the Department of Human Development at Prince George's Community College, is designed to assess college and community needs, develop goals and objectives for services, identify service needs by functions, project staffing requirements for those functions, allow for diversity in individual staff assignments, and provide indices for measuring achievement of program and personal growth objectives.

HUMAN DEVELOPMENT ORIENTATION

Reference was made to a system of accountability which is consistent with the human development goals which we profess. Lest this none too subtle bias go unnoticed, let me suggest some of the assumptions upon which the following observations about accountability will be based.

Human Process-Oriented Enterprise

First, we are involved in a "human process-oriented" rather than "product-oriented" enterprise. It is infinitely more difficult to assess the effectiveness of a person's interactive skills with students, faculty and peers than to count the number of widgets at the end of a production line in a given period of time. This is not to propose that we ignore outcome measures of productivity but rather to suggest a word of caution about looking only for those indicators which are easily quantifiable.

The latest tool kit of modern management techniques, including "management by objectives (MBO)," "administration by objectives (ABO)," "planning, programming,

budgeting systems (PPBS)," "organizational development (OD)," or contingency contracting (CC)," will be so much window dressing if we lose sight of the importance of the interrelated human processes in the conduct of our daily responsibilities.

All Staff Have Growth Potential

Second, I am assuming that human development goals should apply to all members of the college community including students, faculty, classified staff, and administrators. Maslow (1968) argued that what a person can be, he ought to be. Herbert Otto (1966 p. xv) one of the early proponents of developing human potentialities, observed that healthy persons function at no more than ten to fifteen percent of their human potential. If we cut through all of the jargon of the humanistic psychologists, one message seems to be coming through loud and clear; we have the capability to continue to grow and develop in all of our capacities.

Staff Development Responsibility

Third, I am assuming that one of the major responsibilities of administrators is to provide professional growth opportunities for those with whom they work. I am using professional growth in the context of developing personal potential, professional competencies and skills, and effective interaction behaviors with other members of the college community. Terry O'Banion (1971, p. 78) has argued that, "improved personal development leads to improved program development." If we focus only on program outputs, we may be administering much like some of us play golf, spending most of the time looking for the ball with little time remaining to concentrate on the techniques of the swing. I am suggesting that planning and evaluation can be potent tools in the staff development process.

CONTINGENCY CONTRACTING MODEL

The following example will illustrate the implementation of a contingency contracting model for planning and evaluation in the Department of Human Development at Prince George's Community College. The College, located in the Maryland suburbs of Washington, D.C., serves a county population of more than 700,000. The present enrollment of 20,000 includes 13,700 credit and 6,300 community service students, or approximately 9,000 full-time equivalent students. The Department of Human Development is one of seven administrative units in the area of Student Affairs.

The contingency contracting model (Appendix A) demonstrates the cyclical interdependence of planning and evaluation processes. Planning in the absence of assessment and evaluation places us in the posture of Bill Moore's Blind Man On A Freeway (1971). Evaluation unrelated to previously developed plans can be a capricious, dehumanizing and dysfunctional process.

PLANNING PROCESSES

Planning processes include development of goals and objectives based on assessment of needs, definition of functions to achieve those objectives, projection of staffing requirements to support functions, identification of available staff resources and assignment of resources in accordance with staff preferences and functional requirements.

Needs Assessment

Any needs assessment process must begin with the question, whose needs are to be assessed? If goals and objectives are to be rooted in educational and political reality

it will be important to consider the needs of the service community, the needs of students, the needs of staff and the maintenance needs of the institution.

Community Needs

Population demographics, public school enrollments and economic forecasts yield valuable indicators of community needs. Community needs assessment instruments such as the IMPACT model developed by NCHEMS personnel at Boulder, Colorado provide a systematic process for soliciting perceived needs from all segments of the service area.

Student Needs

Students are often best able to articulate their own needs. A simple questionnaire administered as a part of the registration process can yield valuable data for planning both instructional and co-curricular programs. Some of the national entrance and placement tests such as the Comparative Guidance and Placement Program (CGP) developed by Educational Testing Service include options for local questions for students' self-reported needs. More sophisticated needs assessment instruments such as the Freshman Questionnaire developed by Alexander Astin at U.C.L.A. or the College Student Questionnaire (CSQ) developed by Educational Testing Service have been designed to gather data on students' attitudes and needs.

Staff Needs

A college is a labor intensive enterprise, and its personnel is its most important resource. As we move in a steady state or declining cycle in enrollments there will be few opportunities to hire new staff members and thereby bring new ideas into the organization. Goals and objectives must address the needs of current staff members for the acquisition of new competencies and skills and for personal growth.

Institutional Needs

The college as an organizational entity has maintenance needs which are sustained with committees, reports and meetings. The organization also has developmental needs if it is to remain vigorous and healthy. In addition to institutional needs identified through monthly and annual reports, there are standardized instruments for assessing institutional climate and needs. The following are examples of available instruments: College and University Environment Scale (CUES) developed by Educational Testing Service, College Characteristics Inventory (CCI) developed by Robert Pace at U.C.L.A., Institutional Functioning Inventory (IFI) and Institutional Goals Inventory (IGI) developed by Educational Testing Service.

Development of Goals and Objectives

Goals may be developed deductively by translating the defined needs of the community, the students, the staff and the college into priorities for action. Conversely, goals may be developed inductively by observing current staff functions and preparing umbrella statements which legitimize those functions. The former approach, although it is more risky, since functions may have to change, is far more consistent with a consumer-oriented approach to planning.

Objectives should provide specific action plans for achievement of goals. Good objectives should specify what is to be done, who is responsible, when it is to be achieved and how the achievement will be measured. Evidences of achievement which are not quantifiable may be described qualitatively. For example, indices of student satisfaction may be a good indicator of the quality of personal counseling services or of registration procedures.

Definition of Functions

Historically, much of the misunderstanding associated with student development services has resulted from our failure to clearly define in functional terms our expectations of student development staff. Moreover, the lack of functional definitions has made both program and personnel evaluation nearly impossible. The following ten functions have been identified at Prince George's Community College by systematically surveying students' self-reported counseling needs, reviewing college-wide goals and objectives and analyzing historical service work load reports.

1. STUDENT ADVISING includes both individual and group advising for new and returning students, pre-admission advising, probation and re-admit interviews and Comparative Guidance and Placement (C.G.P.) test interpretation on campus and at extension centers. (Selected faculty also assist.)
2. INDIVIDUAL COUNSELING includes scheduled appointments and intake interviews related to personal/social concerns, educational counseling or career planning.
3. CRISIS INTERVENTION is the primary responsibility of the Clinical Psychologist including both individual and staff consultation on problems related to drug and alcohol abuse, emotional disturbances, personal conflicts and learning difficulties. Although long-term therapy is not offered, services include diagnostic testing and referral to community resources.
4. HEALTH SERVICES provide health counseling, preventative health education programs, emergency first aid and limited nursing care for illness and injuries.
5. STAFF DEVELOPMENT activities include attendance at regional and national professional meetings and conventions, departmental staff meetings, workshops on and off campus and monthly staff development programs for the Student Affairs area.
6. FACULTY LIAISON responsibilities include attendance at divisional and departmental faculty meetings, individual consultation with teaching faculty on campus and in off campus centers, diagnostic assistance in the

developmental math labs and assignments to other college service areas such as student activities.

7. COLLEGE ARTICULATION assignments are made for individual counselors with the four-year colleges and universities to which students most frequently transfer. Responsibilities include visits to the assigned colleges and universities, consultation with admissions personnel and advising services for students wishing to transfer.

8. INSTITUTIONAL MAINTENANCE responsibilities include committee assignments and participation in the governance and decision-making processes of the College.

9. SPECIAL PROGRAMS include both short term and long term projects which require commitments of staff time. Examples include faculty advisor workshops, preparation of advising manuals and supporting materials, supervision of graduate interns, training and supervision of student peer assistants, new student orientation and advising services scheduled in the high schools.

10. NEW PROGRAM DEVELOPMENT AND IMPLEMENTATION is a function for which staff time must be planned and committed in advance if counseling services are to continue to be responsive to the needs of a changing student clientele.

Projection of Staff Requirements

After human development functions have been identified and defined, the next step in the contingency contracting process is to determine the staff requirements for delivery

of services within each function. This is a two-stage process which requires, first, estimating the amount of staff time needed for each function and then tempering those estimates with the reality of available staff resources.

In the first stage, work load indicators must be developed for each component of the function; the type of staff needed must be identified; and service needs must be converted to a common denominator of staff time such as hours or months. Appendix B1 - B6 includes the services within each function, the work load indicators and the computations upon which the projected staffing requirements for 1979-1980 are based. In the second stage, available staff resources are converted into the same time denominator of hours or months. The total hours or months of staffing requirements are then adjusted to equal the hours or months of available staff resources.

Staff time is allocated to the departmental functions based on program priorities. These priorities are determined by reviewing institutional goals and objectives, service demands as reflected in annual and monthly service reports from previous years and enrollment projections for the coming year. Allocations of staff time will change from year to year as functional service requirements change and the data base allows for more sophisticated projections. Appendix C illustrates changes in projections over a six-year period at Prince George's Community College.

Identification of Staff Resources

Service delivery personnel in the Department of Human Development represent different levels of professional preparation and work under a variety of timeframe employment agreements. In Appendix D1 - D2, staffing available for 1979-1980 is

reported both in months of paid time and actual work time (after weekends, holidays and annual leave have been subtracted). The illustration in Appendix D does not include the Director, secretarial and clerical staff or work-study student assistants.

Staff Assignments

After departmental priorities and functional staffing requirements have been determined, the contracting process allows each staff member an opportunity to participate in the allocation of his or her time. While assuring that institutional objectives are met, this model also:

1. allows for staff participation in the planning process.
2. eliminates ambiguity about the diversity of assignments among staff.
3. allows for changes in work assignments from year to year consistent with personal growth goals.
4. fosters shared investments in and joint ownership of program and personal growth objectives between staff members and the administrators.
5. provides the parameters for both program and personnel evaluations.

Procedurally, each staff member is given a copy of the departmental functions, together with the index of total staff months estimated for achievement of each function (Appendix E). Staff members then allocate their time to the various functions based on their own personal interests. If the total of all individual requests fails to meet departmental requirements for a given function, the Director then must negotiate with staff members until staff requests equal departmental requirements. This negotiated contract becomes the standard against which each staff member's performance will be evaluated.

EVALUATION PROCESSES

Many systematic approaches to evaluation of programs and personnel, although cloaked with the respectability of sophisticated sampling procedures and objective rating scales, have a dehumanizing effect on those who are being evaluated. So long as the real or perceived purpose of the evaluation process is to identify failure, it most likely will carry with it a number of dehumanizing dysfunctional consequences.

Variations of the following behavior patterns may result:

1. Intense competition may advance one person or department at the expense of another to the disadvantage of the total organization.
2. Token compliance with the system may result in the establishment of mediocre and easily obtainable objectives.
3. Vindictive attacks may be launched to "get" an unpopular colleague or superior.
4. Personal survival concerns may encourage inflated ratings of colleagues rather than honest judgments.
5. A high level of anxiety may distort and interfere with human interaction within the organization.

If, by contrast, the evaluation process is perceived as a shared human and professional commitment to help each staff member reach his or her maximum potential and as a strategy for insuring the delivery of responsive human services, evaluation can be a very positive tool for assessing achievement toward previously established objectives.

The lack of sophisticated measurement techniques for assessing student learning, particularly in the affective areas, has caused many of our colleagues to retreat into a mystical world of jargon and misunderstood rituals practiced behind closed doors.

If student development functions are to continue to compete successfully for increasingly limited funds, it is imperative that we come out of the closet and demonstrate to the entire college community the impact of studert development functions on the achievement of college objectives.

Program Evaluation

Program evaluation should include both measures of activity and measures of impact to assess the effectiveness of student development functions in meeting college and community needs. If faculty believe that counselors are spending most of their time assisting students with personal/social problems when in fact approximately sixty percent of the department's resources are invested in the advising process, it is not surprising to find ambiguity about the role of counselors in the college. Contingency contracting provides a systematic process for allocating staff resources in accordance with college-wide priorities and a process for evaluating the use of staff resources against those allocations.

The written monthly report, shared with the President, the Deans, Student Affairs Directors, and the Student Government, allows for monitoring staff activities against the original contract and informs the college college community about staff activities. The compilation of the monthly reports into an annual report provides a year-end assessment which may be used to modify functional goals for the coming year. Follow-up studies of student use of and satisfaction with services provides a qualitative index of the impact of these services.

From a fiscal perspective, contingency contracting facilitates budget planning based on functions and units of service rather than persons, departments, budget

percentages or mystical staffing ratios. Moreover, it provides a structure for assessing services rendered against the original budget plan.

Program evaluction should be an integral part of the planning process. Oetting (1976) suggests that the primary goal of evaluation is to provide information that leads to program change. Outcomes are critical data for modifying goals and objectives for the next planning cycle. Evaluation yields an index of congruity between the actual use of staff resources and the intended use of staff resources.

Personnel Evaluation

There is considerable variability in personnel evaluation processes, ranging from the periodic summons to appear before a screaming superior to the very tidy paper and pencil processes which fill file cabinets but have little impact upon people or educational programs. Regardless of the evaluation system that is used, the following evaluation processes will be important if you accept the assumptions that we are engaged in a "human process-oriented" endeavor, that all staff members have the potential for further growth and that staff development is a major responsiblity of the college administrator.

Agreed Upon Objectives

If evaluation is to be perceived as a positive, growth-oriented experience, it is critical that there be a clear understanding between the evaluator and the evaluatee of the dimensions upon which the evaluation will be based. It seems elementary to suggest that there must be clearly agreed upon objectives, and yet too often objectives fail to incorporate expectations for personal growth, acquisition of professional competencies and development of human interaction skills.

I am not endorsing brand "A" or brand "X" management system but suggesting that, as a process, evaluation will not be effective unless expectations have been clearly stated prior to the period of time for which performance is being evaluated. Under this umbrella of expectations, there also must be agreement upon the types of indicators for measuring work outcomes, the dimensions of personal growth and identification of the areas of concentration for improving professional competence.

Periodic Assessment

There must be a process for periodic assessment of progress toward achievement of agreed upon objectives. One "end of the year shot" allows no opportunity for program revision or personal growth. Consistent with the use of evaluation as an integral part of the learning process in the classroom, periodic assessment also may be a useful learning technique on the job.

Diagnosis and Prescription

A diagnostic and prescriptive process allows for the identification of performance discrepancies and the development of a positive learning environment to remedy these discrepancies. Mager and Pipe's (1970) paradigm for analyzing performance problems allows for diagnosing the nature of the performance discrepancy, the importance of the discrepancy and a search for solutions to remedy the discrepancy.

Time for Improvement

Another process consideration is the allowance of adequate time for improvement. To make an analysis based upon one observation only is to deny the commitment to growth which underlies the whole human development philosophy. A regular monthly

reporting procedure allows the professional and his or her supervisor to monitor progress toward achievement of personal and program objectives.

Growth Orientation

As noted earlier, personnel evaluation within a human development context should be a positive growth-oriented experience. Contingency contracting is consistent with the human development processes which have been identified.

The negotiated contract clearly specifies the work expectations for each staff member and, therefore, the dimensions upon which the evaluation will be based. In addition to the formal work assignments, the Director negotiates a personal growth plan with each staff member.

Written monthly reports assist the Director in monitoring progress toward achievement of individuals' objectives. Year-end assessments by peers, students, self and supervisor provide an index of perceived effectiveness in implementing personal objectives. Formal evaluation conferences are scheduled with each staff member to recognize achievement of objectives, identify areas for future growth including acquitision of new competencies and professional skills and to assess the quality of interactions with other staff members.

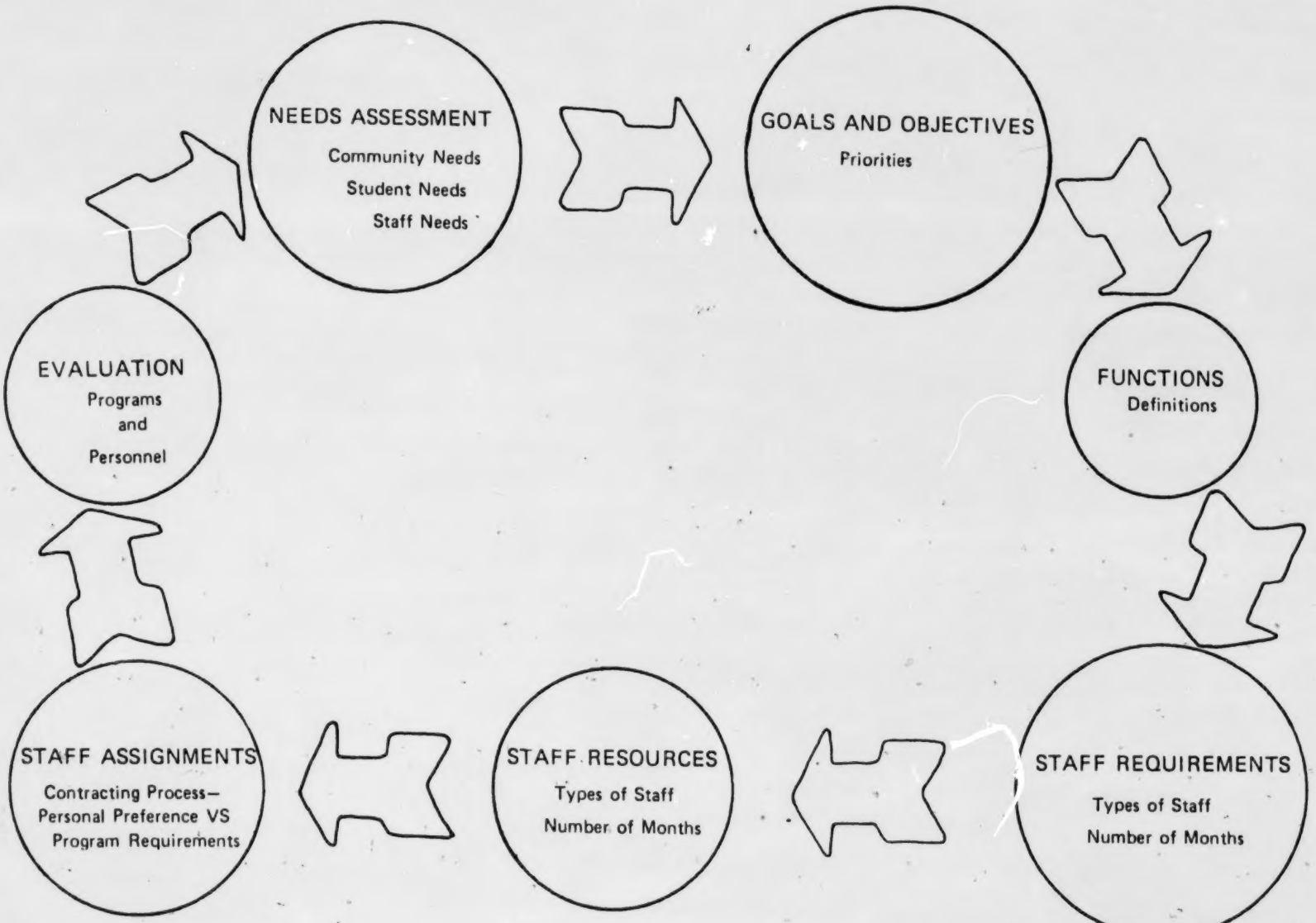
SUMMARY

Accountability is no longer a faddish catch phrase but rather a prerequisite for survival of student development services in a time of shrinking fiscal resources. To respond to this challenge within the context of a human development orientation, it is imperative that planning and evaluation processes be developed which assure achievement of institutional objectives and also facilitate the growth of individual staff members.

The contingency contracting model represents one systematic process for identifying service needs by functions and projecting staffing requirements for implementation of those functions. Further, it allows for diversity in individual staff assignments and provides indices for measuring achievement of both program and personal growth objectives. The use of evaluation information in the assessment of college and community needs complete the planning cycle.

CONTINGENCY CONTRACTING MODEL

Appendix A



APPENDIX B
PRINCE GEORGE'S COMMUNITY COLLEGE

STAFFING REQUIREMENTS FOR HUMAN DEVELOPMENT FUNCTIONS 1979-1980

Programs	Work Load Indicators	Type of Staff	No. Hours	No. Months	Totals
I. Student Advising					
A. Largo Campus					
1. New student test interpretation-group	10,000 @ 15 min.	Counselors	2500	13.89	
2. New student test interpretation-individual (appointment/walk-ins)	8,000 @ 15 min.	Counselors	2000	11.11	
3. New student course selection	14,000 @ 15 min.	Ed. Advisors S.A. Advisors	3500	19.44	
4. Probations and readmit interviews	1,500 @ 30 min.	Counselors	750	4.17	
5. Currently enrolled advising	12,735 @ 30 min.	Counselors Ed. Advisors	6367.5	35.38	
6. Currently enrolled course selection	10,000 @ 20 min.	Ed. Advisors	3333	18.52	
7. Pre-admission advising	2,500 @ 15 min.	Counselors Ed Advisors S.A. Advisors	625	3.47	
B. Degree & Extension Centers					
1. Probations and readmit interviews	50 @ 30 min.	Counselors	25	.14	
2. Currently enrolled advising	3570 @ 30 min.	Counselors S.A. Advisors	1785	9.92	

PRINCE GEORGE'S COMMUNITY COLLEGE

STAFFING REQUIREMENTS FOR HUMAN DEVELOPMENT FUNCTIONS 1979-1980

Programs	Work Load Indicators	Type of Staff	No. Hours	No. Months	Totals
3. Currently enrolled course selection	2700 @ 20 min.	S. A. Advisors	900	5.00	
4. In-person registration	A-4 per yr. x 3 staff x 3 hrs.	Counselors S.A. Advisor	36	.20	
	S-2 per yr. x 2 staff x 3 hrs.	Counselors S. A. Advisor	12	.07	
	L-2 per yr. x 2 staff x 3 hrs.	Counselors S. A. Advisor	12	.07	
	O-7 per yr. x 1 staff x 3 hrs.	Counselor	21	.12	121.5
II. Individual Counseling					
A. Largo Campus					
1. By appointment	625 @ 1 hr.	Counselors	625	3.47	
2. Intake	202 @ 30 min.	Counselors	101	.56	
B. Degree & Extension Centers					
1. By appointment	51 @ 1 hr.	P.T. Counselors	51	.28	
2. Intake	15 @ 30 min.	P.T. Counselors	7.5	.04	4.3
III. Crisis Intervention					
A. Consultation with other staff	50 @ 1 hr.	Psychologist	50	.28	
B. Psychological Testing and Evaluation	75 @ 1 hr.	Psychologist	75	.42	
C. Individual Consultation	1650 @ 45 min.	Psychologist	1237.5	6.88	7.6
IV. Health Services					
A. Health Counseling	3380 @ 30 min.	Nurses	1690	9.39	
B. Health Fair & Health Week	2 nurses x 15 days	Nurses	225	1.25	

PRINCE GEORGE'S COMMUNITY COLLEGE

STAFFING REQUIREMENTS FOR HUMAN DEVELOPMENT FUNCTIONS 1979-1980

Programs	Work Load Indicators	Type of Staff	No. Hours	No. Months	Totals
C. Special Health Education Projects	2 nurses x 30 days	Nurses	450	2.50	
D. Nursing Care for Illness and Injury	2660 @ 10 min.	Nurses	443.33	2.46	15.6
V. Staff Development					
A. For Student Affairs Division (planning, implementing)	12 meetings/yr. x 2 hrs./ meeting x 4 staff	Counselors Ed. Advisors	96	.53	
B. Human Development Staff meetings	22 meetings/yr. x 2 hrs./ meeting x 23 staff	Counselors Ed. Advisors S.A. Advisors	1012	5.62	
C. Attending on/off campus workshops	Univ. of Md. & Towson 8 staff x 8 hrs. x 1/yr.	Counselors Ed. Advisors S. A. Advisors	64	.36	
	Other-6 staff x 7.5 hrs. 1/yr.	Counselors Ed. Advisors S. A. Advisors	42	.25	
D. Professional Meetings	10 F.T. Counselors x 8 hrs. x 3 days per year	Counselors	240	1.33	
E. Staff Development Workshops	23 staff x 10/yr. x 3 hrs.	Counselors Ed. Advisors S. A. Advisors	690	3.83	
F. Health Service staff meetings, training, and professional meetings	37.5 hrs./yr. x 6 F. T. and P. T. staff	Nurses	225	1.25	13.2

PRINCE GEORGE'S COMMUNITY COLLEGE

STAFFING REQUIREMENTS FOR HUMAN DEVELOPMENT FUNCTIONS 1979-1980

Programs	Work Load Indicators	Type of Staff	No. Hours	No. Months	Totals
VI. Faculty Liaison					
A. Largo Campus					
1. Attend Division & Dept. faculty meetings	6/mo. x 2 hrs. x 10 mo.	Counselor Advisor	120	.67	
2. Individual Consultation	250 @ 2 hrs. each	Counselor Advisor	500	2.78	
3. Assistance in Developmental Studies roles	1 hr./section of DVM (60 sections)	Counselor	60	.33	
B. Degree and Extension Centers					
1. Individual Consultation	75 @ 1 hr. each	Counselor S. A. Advisor	75	.42	4.2
VII. College Articulation					
A. Visitation to other colleges	10 days/year	Counselor	75	.42	
B. Consultation with other colleges	50 hrs./mo. x 10 mo.	Counselor	500	2.78	
C. Provide information to students	25 hrs./wk. x 42 weeks	Counselor Advisor	1050	5.83	9.0
VIII. Institutional Maintenance					
A. Faculty Senate	1 meeting/mo. x 3 hrs. x 3 staff	Counselor	90	.50	
B. Classified Staff Organization	1 meeting/mo. x 3 hrs. x 2 staff	Advisors	60	.33	

PRINCE GEORGE'S COMMUNITY COLLEGE

STAFFING REQUIREMENTS FOR HUMAN DEVELOPMENT FUNCTIONS 1979-1980

Programs	Work Load Indicators	Type of Staff	No. Hours	No. Months	Totals
C. Member/officer of college-wide committees	1 meeting/mo. x 4 staff	Counselor Advisor	40	.22	
D. Advisors to student groups	1 hr./wk. x 42 wks. x 1 staff	Counselor	42	.23	1.3
IX. Special Programs					
A. Faculty advisor workshop (Intensive pre-service)	37.5 hrs. x 2 wks. x 2	Counselor Advisor	150	.83	
B. Faculty advisor workshop (Update)	5 hrs./wk. x 4 wks. x 2	Counselor	40	.22	
C. Faculty advising manual (development & updating)	10 hrs./yr. x 1	Counselor Advisor	10	.06	
D. Articulation manual	10 hrs./yr. x 1	Counselor Advisor	10	.06	
E. Transfer manual	10 hrs./yr. x 1	Counselor Advisor	10	.06	
F. Day of the Owl	3 days x 30 schools x 3 staff	Counselor Advisor	270	1.50	
G. Veterans Visitation	4 hrs./yr. x 1	Counselor Advisor	4	.02	
H. Training/Supervision of Graduate Interns	4 hrs./wk. x 20 wks. x 1	Counselor	80	.44	
I. Orientation of new members	40 hrs./yr. x 1	Counselor Advisor	40	.22	

PRINCE GEORGE'S COMMUNITY COLLEGE

STAFFING REQUIREMENTS FOR HUMAN DEVELOPMENT FUNCTIONS 1979-1980

Programs	Work Load Indicators	Type of Staff	No. Hours	No. Months	Totals
J. KIOSK-orientation, training, supervision	3 hrs./da. x 42 wks. x 1.5	Counselor Advisor	945	5.25	
K. New staff screening committee	15 hrs./yr. x 3 staff	Counselor Advisor	45	.25	
L. Peer Evaluation	20 hrs./yr. x 1	Counselor Advisor	20	.11	
M. Consultation with other departments (Career Planning)	250 hrs. x 2	Counselor Advisor	500	2.78	
N. New student orientation					
1. Largo Campus	4 hrs./yr. x 15 staff	Counselor Advisor	60	.33	
2. Degree Centers	24 hrs./yr. x 7 staff	Counselor Advisor	168	.93	13.1
X. New Program Development & Implementation	360 hrs./yr. x 5 staff	Counselor Advisor	1800	10.00	10.0
TOTAL STAFFING REQUIREMENTS					199.8

Prince George's Community College

Department of Human Development

PROJECTED STAFFING REQUIREMENTS 1973-74 to 1979-80

Function	Projected Months of Staff Time 1973-74	1976-77	1979-80
Student Advising	21.7	74.4	121.5
Individual Counseling	28.1	24.5	4.3
Crisis Intervention	7.9	34.4	7.6
Health Services*	--	--	15.6
Staff Development	13.3	18.5	13.2
Faculty Liaison	6.4	6.4	4.2
College Articulation	2.1	4.7	9.0
Institutional Maintenance	2.5	3.0	1.3
Special Programs	--	--	13.1
New Program Development	--	--	10.0
Outreach Counseling	15.2	28.3	--
Seminars	3.2	--	--
TOTALS	100.4	194.2	199.8

*Health Services were included under other functions such as crisis intervention in previous years.

Prince George's Community College
Department of Human Development

SERVICE DELIVERY STAFF RESOURCES 1979 - 1980

COUNSELORS (Minimum Preparation: Master's Degree)

Largo Campus	Contracted Time	Actual Work Months
Counselor #1	12 mo.	10.4 mo.
Counselor #2	12 mo.	10.4 mo.
Counselor #3	12 mo.	10.4 mo.
Counselor #4	12 mo.	10.4 mo.
Counselor #5	12 mo.	10.4 mo.
Counselor #6	12 mo.	10.4 mo.
Counselor #7	12 mo.	10.4 mo.
Counselor #8	10 mo.	8.6 mo.
Counselor #9	10 mo.	8.6 mo.
Subtotal		90.0 mo.
Off Campus Centers		
Counselor #10	18 hrs./week	5.0 mo.
Counselor #11	18 hrs./week	5.0 mo.
Counselor #12	18 hrs./week	5.0 mo.
Counselor #13	18 hrs./week	5.0 mo.
Subtotal		20.0 mo.

CLINICAL PSYCHOLOGIST (Ph.D. plus appropriate license)

Subtotal	12 mo.	10.4 mo.

EDUCATIONAL ADVISORS (Minimum preparation: Bachelor's Degree)

Largo Campus		
Advisor #1	12 mo.	10.4 mo.
Advisor #2	12 mo.	10.4 mo.
Advisor #3	12 mo.	10.4 mo.
Advisor #4	Part-time	6.4 mo.
Subtotal		37.2 mo.

STUDENT AFFAIRS ADVISORS

Off Campus Centers	Contracted Time	Actual Work Months
Advisor #1	18 hrs./week	5.0 mo.
Advisor #2	18 hrs./week	5.0 mo.
Advisor #3	18 hrs./week	5.0 mo.
Subtotal		15.0 mo.

NURSING STAFF (Minimum preparation: R.N.)

Largo Campus		
Nursing Supervisor	12 mo.	10.4 mo.
Evening Nurse	12 mo.	10.4 mo.
On-call Nurses	Part-time	6.4 mo.
Subtotal		27.2 mo.

TOTAL STAFF RESOURCES 199.8 mo.

Appendix E, a blank monthly individual staff assignment form, was deleted from the document prior to its being submitted to the ERIC Document Reproduction Service.

References

Cope, Robert G. Strategic Policy Planning: A Guide For College and University Administrators. Littleton, Colorado: The Ireland Educational Corporation, 1978.

Hanson, Gary R. (Ed.). New Directions for Student Services: Evaluating Program Effectiveness, No. 1. San Francisco: Jossey-Bass, 1978.

Harpel, Richard L. "Evaluating From A Management Perspective." In Gary R. Hanson (Ed.), New Directions For Student Services: Evaluating Program Effectiveness, No. 1. San Francisco: Jossey-Bass, 1978.

Harpel, Richard L. "Planning, Budgeting, and Evaluation in Student Affairs Programs: A Manual for Administrators," NASPA Journal, 1976, 14 (1), i-xx.

Mager, Robert F. and Pipe, Peter. Analyzing Performance Problems or 'You Really Oughta Wanna.' Belmont, California: Fearon Publishers, 1970.

Maslow, Abraham H. Toward a Psychology of Being 2nd Ed. New York: Van Nostrand Reinhold Company, 1968.

Moore, William Jr. Blind Man On A Freeway. San Francisco: Jossey-Bass, 1971.

O'Banion, Terry. New Directions In Community College Student Personnel Programs: Student Personnel Series No. 15. Washington, D.C.: American College Personnel Association, A Division of the American Personnel and Guidance Association, 1971.

Oetting, E.R. "Planning and Reporting Evaluative Research: Part II" The Personnel and Guidance Journal, 1976, 55 (2), 60-64.

Otto, Herbert A. (Ed.). Explorations in Human Potentialities. Springfield, Illinois: Charles C. Thomas, 1966.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 13 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES